



# Childcare Inspection Report on

**Cylch Meithrin Llechyfedach**

**The Portacabin  
Singleton Road  
Upper Tumble  
Llanelli  
SA14 6DS**



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## **Description of the service**

Cylch Meithrin Llechyfedach is registered to provide care for up to 21 children from two to four years. The service is located in a portacabin on the outskirts of the village of Tumble, adjacent to a playing field. The service is open from 9:00 until 12:00, Monday to Friday during school term time only. The registered persons are Diane Campbell and Helen Singer with Diane Campbell working jointly with Cheryl Evans as persons in charge.

The service provides the Welsh Language active offer, and identifies and meets the linguistic and cultural needs of the children in attendance.

## **Summary of our findings**

### **1. Overall assessment**

Children who attend Cylch Meithrin Llechyfedach are happy, content and enjoy their time there, and the variety of activities that are arranged for them. The enthusiastic staff respond to children's requirements and have a wonderful relationship with them. The service is provided in suitable rooms with an outdoor area and a playing field accessible to children. Leadership is satisfactory and motivates staff to give their best. Changes are required to management methods in order to meet minimum standards. The Cylch is warm and welcoming and facilitates the experience of starting school.

### **2. Improvements**

Following non-compliance in the last inspection, the person in charge has ensured that nearly all members of staff have a current certificate from the Disclosure and Barring Service (DBS). During our visit, the person in charge contacted Care Inspectorate Wales (CIW) to start the process of updating the expired certificate. The Statement of Purpose has been revised but needs to include more information about the service provided, the facilities and the session routine. The report on the quality of care review has been sent to CIW. A current insurance certificate was seen.

### **3. Requirements and recommendations**

We found that the service did not meet legislative requirements but that these issues did not affect children's well-being. They were brought to the attention of the person in charge with a recommendation to take immediate action. These issues relate to ensuring that staff have DBS checks, that staff receive regular supervision and appraisal and that full staff documentation is available. Recommendations were also made to ensure that staff attend courses to update their knowledge, ensure that a current statement of purpose is available, provide child development records for parents and adhere to infection control guidance when serving food.

# **1. Well-being**

## **Summary**

Children are happy, confident and comfortable and truly enjoy their time at the service. They feel at home in their surroundings and this promotes their development and self-confidence. Children have developed a warm relationship with staff and individual needs are met.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are given opportunities to express what they would like to do and are listened to.

Children benefited from having a wide variety of activities to choose from that were already set out for them. We observed children having freedom to choose their activities and to change them as they wished and their voices were therefore listened to. Children could choose from activities such as lego, jigsaws and lots of other toys that were accessible to them. The children were all occupied during free play. We heard children express their enjoyment of song time and everyone had an opportunity to choose a song in turn. During focused activity, children were given the choice of being on the yellow table or the black table and after finishing the task, they chose a book to look at the pictures. Every child's voice was heard and with encouragement, they were gaining confidence to communicate in Welsh and they were also given the opportunity to communicate in their first language if needed.

Children experience a variety of opportunities to express themselves, and receive care from attentive staff who listen to their responses.

### **1.2 To what extent do children feel safe, happy and valued?**

Children feel safe and happy with staff and they are confident on the whole as they know the service well.

There was a close relationship between children and staff, which enabled them to cope with being away from their parents. We found that one child tended to get distressed at times but attention and cuddles were available at all times. On arrival, children received a warm and homely welcome which immediately facilitated their engagement with activities. Children were aware of the routine and knew when to tidy up and wash their hands. Some children were confident enough to talk with the inspectors, asking for a story and showing a difficult jigsaw that they had completed. Children chatted with staff about their families and interests. This friendship and close bond gave children a sense of belonging and encouraged them to form relationships and friendships with each other. Appreciation of children in this service is demonstrated by displaying their natural work which celebrates their successes.

Children feel safe and happy in the care of staff, and are treated with dignity and respect.

### **1.3 How well do children interact?**

Children are learning to control their behaviour, co-operate and take turns. They are also learning how to build relationships with others successfully.

Children benefited from the clear emphasis on consistent praise which exists in the service. We saw children sharing resources and taking their turn during play. This was encouraged and supported by staff who praised their efforts. We saw children greet their friends on arrival and this proves that they interact successfully with their peers. We also saw some children comforting a distressed child and showing kindness to him. Snack time was a sociable time with one member of staff encouraging children to chat around the table. There were sufficient opportunities for children to build relationships with their peers whilst enjoying playing and talking with each other.

Children interact well and demonstrate awareness of their responsibility to co-operate and share.

### **1.4 To what extent do children enjoy their play and learning?**

Children enjoy stimulating opportunities to play and learn. They participate in a variety of activities chosen by them.

We saw that all the children enjoy playing, are industrious and inquisitive when learning and responding to prompts from staff. During circle time, we heard children respond enthusiastically when counting, chatting about the weather and the days of the week as well as the colours of the week. Children were aware of the routine and an explanation of the focussed task was helpful to them before they started the work. They enjoyed the story and singing activities, particularly after singing a song of their choice. When singing the clock song, everyone went quiet to listen to the clock and demonstrated awareness of the importance of the time when both fingers were on twelve, which was home time. Children also enjoyed role play especially when staff joined in the play but without taking over. Children were encouraged to develop literacy and numeracy skills through their engagement with a variety of activities.

Children are given a good balance of structured and free play activities, that enable them to make simple decisions and learn and develop through play.

### **1.5 How well do children develop, learn and become independent?**

Children are given stimulating opportunities to learn and become independent.

Children were given regular opportunities to develop and become independent in a variety of situations. We saw children fetch their own chairs in preparation for circle

time and returning them before taking part in an activity. Support was available to those who needed it. In addition, children washed their hands independently before snack time and some could use the toilet unaided. Children's self-help skills were extended further at snack time as they were given the opportunity to help themselves to more toast and pour more drink for themselves in the cafe that had been set up for them. Children were encouraged to fetch their coats and bags at the end of the session and wear their coats independently, but they were given help if needed. We saw a number of children help to tidy up which made them aware of their responsibilities.

Children are given good opportunities to learn and develop their self-help skills.

## **2. Care and Development**

### **Summary**

Staff at the service keep children safe and are caring towards them succeeding in building a warm and happy relationship with them. Children's development is promoted and staff demonstrate an understanding of key policies and procedures and know when and where to get support.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff employ a number of procedures effectively to ensure that children are safe and healthy.

We saw that staff follow procedures to ensure children are kept safe. In conversation with staff, we found that staff were familiar with the safeguarding children policy and knew what steps to take and who to contact should they have any concerns. However, we found that two members of staff did not have a current certificate. We were told that they were waiting for a suitable course to update their knowledge and understanding of issues relating to safeguarding children. Visitors are asked to sign a book and a daily record of children and staff's attendance is kept. A record is also kept of when children leave. The external door is locked when children use the corridor as a space for activities and the door to the main play room is kept locked at all times. We saw that risk assessments were in place, and that actions were carried out as part of their daily routines. We saw records of regular monthly fire drills. In addition, detailed records of accidents and follow-up actions are kept and it was noted that parents had signed the book. Staff also promote children's health by ensuring that tables are sanitised before snack time and that children wash their hands at appropriate times. Children received healthy snacks which included a variety of fruit, brown toast and milk or water to drink. However, we saw that staff did not use tongs or gloves to serve food.

Generally, staff manage to keep children safe and healthy, and are familiar with the policies in operation.

#### **2.2 How well do practitioners manage interactions?**

Staff consistently promote positive behaviour and lead by example at all times in terms of acceptable behaviour.

Staff had developed a warm relationship with children to create a homely atmosphere within the service, working in accordance with the behaviour management policy. Staff gave children their attention at all times, and encouraged acceptable behaviour by

reminding children to share, chatting with them about familiar topics in a gentle tone and also giving them constant praise. We heard staff encouraging children to interact and build relationships, take turns and share, modelling polite language at all times, and it was a pleasure to hear children talk to each other during play. Staff knew how to model positive behaviour with children and we saw them emulating this behaviour and creating a warm and friendly atmosphere.

Staff have succeeded in setting behaviour boundaries and lead the children by example in terms of acceptable behaviour.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff provide a stimulating environment where each child can develop at their own individual pace.

We saw staff encouraging children's linguistic development by giving them constant attention and encouraging them to talk. Staff made strong use of the Welsh language and repeated words and phrases in order to develop children's linguistic skills. We saw a good balance of informal and structured activities which reflected the ethos of the Foundation Phase. Children engaged with these activities and were occupied throughout the session. We saw staff encouraging children to persevere in order to complete a task on their own, offering support if needed, for example, hanging their bags and coats on their own. There were no child development records available, and it was discussed with the person in charge that this did not comply with the national minimum standards (6.8) which state that child progress records should be available for parents. We saw evidence that suitable activities are planned for children's well-being and development.

Staff successfully plan a range of activities to promote children's development and enhance their experiences, responding to individual needs.



### **3. Environment**

#### **Summary**

The Cylch is held in suitable rooms. Good standards of cleanliness and safety are practised. Resources and furniture are of satisfactory quality and reflect the ethos of the Foundation Phase. The outdoor area is suitable for children to play outside under supervision.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

There are procedures in place to ensure that children are cared for in a safe and clean environment.

There were adequate safety measures in place to ensure children's safety. Staff were aware of the dangers as children reached for a variety of toys, and children are encouraged to tidy up and put equipment away in the relevant areas at regular intervals, in the interests of safety. We saw that detailed risk assessments are in place and that they are updated annually, although there is no record of this. A safety gate was at the entrance to the kitchen to prevent access to children. We saw the movable fence used to shut off part of the parking area as a play area for children. Additionally, children could use the adjacent playing field when the person in charge was certain that they could follow safety instructions.

Leaders consider and assess any risks that arise on an ongoing basis in order to ensure that the environment is safe for children.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders provide an environment of a good standard for children. There is sufficient space and resources to meet individual needs.

The play room was colourful and welcoming and displayed children's work in order to give them a sense of belonging. The room was split into experience areas where children can play, learn and experiment in accordance with the ethos of the Foundation Phase, such as the home area, construction area and reading area. Resources were accessible to children and there were plenty of tables to complete craft work and number puzzles. The furniture was age-appropriate. The facilities were convenient for children and were easy for them to use independently.

Leaders have successfully provided a welcoming and fun environment which motivates children in their development.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders make the best use of the rooms for the benefit of the children. They provide good quality resources and furniture that are age-appropriate.

We saw that the furniture in the rooms were of a good quality and suitable for children. The service provided a range of resources that were clean and in a suitable condition, and they were checked daily when preparing the room. They motivated and facilitated children's development. There was sufficient space in the experience areas to ensure that children could play freely and were given the opportunity to learn and discover. We saw that some attention had been given to providing resources made of sustainable materials and that staff prepare resources and pictures for the wall themselves.

Leaders have successfully gathered a wide range of resources to encourage children's enjoyment and development, ensuring that they are of good quality.

## **4. Leadership and Management**

### **Summary**

Leadership is enthusiastic and has a clear vision but management is not always effective and changes are needed to ensure compliance with regulations. Some self-appraisal work is completed although staff do not receive regular evaluation. Staff management is not always effective which means that some checks have not been completed. An effective partnership has developed with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

The person in charge provides effective leadership in the service ensuring that most of the documents are in place.

We saw that the policies and procedures file was complete and that staff were familiar with the policies and procedures. We also saw staff incorporate them appropriately in their daily routines. We saw examples of children's files and saw that they were comprehensive, up to date and that the forms that required signatures were signed. The person in charge has ensured to some extent that staff members attend courses regularly to ensure a high standard of care. A current statement of purpose was not available on the day but a copy was sent to the inspector following the inspection. We saw that it contained most of the necessary information but that more details were needed about the provision, the facilities and the session routine.

Overall, leadership is effective and supports the service to provide a good standard of care.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders ensure that some procedures are employed to monitor the quality of the service and to plan for improvements when required.

We saw evidence that the service is appraised regularly and we saw the information provided in the quality of care report. There were structures in place to undertake self-appraisal and to set targets for improvement. Parents' views on the service are collected in questionnaires and we saw that they were complimentary. Children are asked for their views too but there was no record of their responses. We did not see evidence that staff had received an appraisal within the last 12 months and the person in charge was notified that this did not comply with Regulation 29 (3)(a) for maintaining appropriate staff supervision. A notice of non compliance was not issued as there was no evidence to show that this affected children's well-being. The person in charge needs to address this issue and produce a strategy to monitor staff during their daily routines.

Leaders are aware of the importance of appraisal for future development, and implement some self-appraisal structures.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The person in charge leads a team of staff who are happy in their work and clear about their duties.

We saw that staff worked together effectively and supported each other at all times. The team work we saw was very effective and ensured seamless care and teaching. Duties were shared, and all members of staff were entirely familiar with their duties and fulfilled them effectively. However, we found that the person in charge's DBS check was not current in accordance with Regulation 20 (4) (a). The person in charge contacted CIW during our visit to start the process of updating her certificate and a notice of non compliance was not issued. Gaps were identified in staff files and the person in charge was notified that this did not comply with Regulation 28 (2)(b)(ii) regarding ensuring that members of staff provide two valid references. A notice of non compliance was not issued as there was no evidence to show that this affected children's well-being. The person in charge must address this issue.

Staff give of their best for the benefit of the children and, on the whole, management is adequate.

#### **4.4 How effective are partnerships?**

An effective relationship exists between the service and parents, with constant lines of communication and cooperation to ensure children's well-being.

We had an opportunity to speak to some of the parents who spoke highly of the care and the staff. Parents commented on staff's commitment to ensuring that their children feel comfortable and safe, and also that they are approachable should any issues arise, with opportunities to raise any issues every day. Reference was also made to the encouragement given to children and the positive impact on their social and linguistic development.

This close relationship enables staff to make the best decisions about children's care and development, and also update parents on their children's development.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

- Regulation 28 (2) (b) (ii) - that full and satisfactory information or documentation is available for the person in question. The non compliance continues.
- Regulation 6 (3) (b) (i) Appendix 1 Section 2:19 – that one of the registered persons did not have a current DBS certificate. The leaders are now in compliance.

### **5.2 Recommendations for improvement**

We found the service was not compliant in respect of the following regulations:

- Regulation 29 (3)(a) The Child Minding and Day Care (Wales) Regulations 2010 - ensure that staff receive appropriate training, supervision and appraisal,
- Regulation 20 (4)(a) The Child Minding and Day Care (Wales) Regulations 2010 - ensure that a DBS certificate has been issued to all members of staff
- Regulation 28 (2)(b)(ii) The Child Minding and Day Care (Wales) Regulations 2010 - ensure that full and satisfactory information or documentation is available in relation to staff

A notice of non compliance was not issued on this occasion, as these issues did not affect children's well-being. These issues must be addressed.

We also made the following recommendations:

- Ensure that staff have updated their knowledge on essential courses in good time,
- Ensure that a copy of the statement of purpose is available at all times,
- Record child development to provide information for parents
- Adhere to infection control guidance when serving food.

## 6. How we undertook this inspection

This was an unannounced visit. The inspection was conducted on Monday 22 October 2018, from 8:45-14:00. This included time at the end of the session for further discussion with the person in charge.

Also:

- We reviewed existing CIW information – a report from the previous inspection, quality of care survey report and responses to the self-assessment;
- we spoke with children and parents. We also spoke with members of staff;
- we looked at a wide range of documents, staff files, policies and records, children's files and activity plans
- we observed practices and procedures during the inspection, and undertook a SOFI2 inspection on a group of children in order to gather evidence on children's engagement with the care provided by staff.

Further information about what we do can be found on our website:  
[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person(s)	Diane Campbell Helen Singer
Person in Charge	Diane Campbell Jointly with Cheryl Evans
Registered maximum number of places	21
Age range of children	2 – 4 years
Opening hours	9:00 – 12:00 Monday – Friday (School term only)
Operating language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	16 October 2015
Dates of this Inspection visit	22 October 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	The service provides the Welsh Language active offer.
Additional Information:	